**Lesson Plan Format**

**Teacher Candidate \_\_\_\_**Anna Sheets**\_\_\_\_ Grade Level\_\_**4**\_\_ Date of lesson\_\_\_**12/2/2014**\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**4SS3.e:** Students will reflect on findings with peer and self-review of the unit. Students will create the criteria for which they will be graded and what significant findings need to be included.

4LA1.b: Students will give productive peer reviews in a proper setting to practice written feedback and proper language to create a valuable review.

Students will be working on their final project of a time capsule to demonstrate their understanding of how people lived during the 1920’s and 1930’s was directly affected by where they lived. Students will be putting together their time capsule to share in the library with other 4th grade classes who have created time capsules of other eras.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students will recall the lessons on geography, economics, social class, and Native American Culture and choose one artifact from each are they found significant or important to include in their time capsule.
* Students will know what the purpose of a time capsule.
* Students will be familiar with the writing workshop process.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will create a summative project that demonstrates their learning’s of how people live is effected by where they live, in the areas of geography, social influence, economics and Native American influence.
* Students will create the rubric that they will be graded on, to help determine what is included important in their project.
* Students will give productive peer reviews as well as self-assessments of their projects.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will be assessed on their completed time capsules, with the teacher used (classed created rubric), as well as their peer reviews, and self-evaluation.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Time capsule example from a previous year
* Computer lab time
* Graphic Organizer worksheets from previous classes handed back for review
* Students social studies journal for review
* Teach rubric
* Peer review rubric
* White board to brainstorm and review ideas
* Materials to create time capsule (can be electronic on a power point, or drawn)
* Writing utensil

**Learning Activities:**

**Initiation:** Start class with a prompt question for students to answer in their social studies journal. “What should determine our grade for the time capsule project?” Have a class discussion about what is important and how we would like to determine a grade for this project.

**Lesson Development:**

1. Teacher will give students a checklist of what must be included in their time capsules.
   1. All areas that were covered must be represented in the presentation. One influence of how geography, economics, social class and Native American culture influenced different people in the 1920’s-1930’s.
   2. Students must include a brief description of each which can represented however they choose, a written summary, artifact, photograph, or drawing.
   3. Students must write an explanation of how each area affected people during this time, noting how they made such observations and came to these conclusions.
2. Class will review a previously created time capsule to demonstrate all of the qualities of the project that the teacher is looking for.
3. The class will work together to create a rubric that all students believe is fair for the evaluation of this project. This class discussion will help ensure all students know the expectations of the project as well as have an investment into their future grade.
4. Students will be given computer lab and class time to complete their projects.
5. Students will be given time to workshop their projects for peer editing and teacher feedback prior to the submission of their project.
6. Students will take their completed time capsules to the library for peer review and grading. Students will be given the chance to orally share if they feel so inclined.
7. Students will walk around the library and complete at least two peer reviews.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will return to class and complete their own self-reflection rubric after viewing their classmate’s time capsules. Students will be able to share with a partner, as well as the class, time capsules that they found most interesting as well as what they would do differently with their own project in the future.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Anna | Behavioral management plan  Student tends to become off task and a distraction for others. | Student will be given a checklist to help them stay on task during the creation of the project. The teacher will periodically check in with the student to ensure that she is on task and not being a distraction. |
| Brian | Gifted and Talented | In addition to the class created rubric the student will include the additional primary sources that he found during the weeks lesson, adding them to add depth and understanding to his project. He will be provided an additional rubric for grading. |
| Caroline | ELL | Student will complete the time capsule project by writing in her first language, and be peer reviewed by other ELL students. She will be asked to complete one peer review for her classmates to the best of her ability. |

**Teacher Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Content/Facts | Facts were accurate for all events reported on the timeline. | Facts were accurate for almost all events reported on the timeline. | Facts were accurate for most (~75%) of the events reported on the timeline. | Facts were often inaccurate for events reported on the timeline. |
| Graphics | All graphics are effective and balanced with text use. | All graphics are effective, but there appear to be too few or too many. | Some graphics are effective and their use is balanced with text use. | Several graphics are not effective. |
| Connection between why this event effected how people lived | All events have a clear connection of how it impacted the lives of those living in the 1920\'s-1930\'s. | Some events have a connection of how it impacted the lives of those living in the 1920\'s-1930\'s. | Few events have a limited connection of how it impacted the lives of those living in the 1920\'s-1930\'s. | No events have a connection of how it impacted the lives of those living in the 1920\'s-1930\'s. |
| All areas are presented | All areas of study are represented including geography, social influence, economical influence, and Native American influence. | Three of the areas of study are included. | Two of the areas of study are included. | One of the areas of study are included. |
| Readability | The overall appearance of the time capsule is pleasing and easy to read. | The overall appearance of the time capsule is somewhat pleasing and easy to read. | The time capsule is relatively readable. | The capsule is difficult to read. |

* Teacher Name: **Anna Sheets**
* Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| All areas are presented | All areas of study are represented including geography, social influence, economical influence, and Native American influence. | Three of the areas of study are included. | Two of the areas of study are included. | One of the areas of study are included. |
| Readability | The overall appearance of the time capsule is pleasing and easy to read. | The overall appearance of the time capsule is somewhat pleasing and easy to read. | The time capsule is relatively readable. | The capsule is difficult to read. |

Two positive comments about time capsule:

1.

2.

One constructive piece for the students project.

Students name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_